**SHAEA**

 **PROPOSAL COVER SHEET**

|  |  |
| --- | --- |
| **Institution Title/Name** |  |
| **Legal status** | Public [ ]  | Private [ ]  |
| **Institutional Address** | Street Address |
| City |
| Country |
| Webpage |
| **Head of Institution** Head of Leadership Component | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Deputy Head of Leadership Component** | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Academic Head**Head of Academic Component | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Deputy Academic Head**  | Name |
| Position/Title |
| Tel. # |
| Email |

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| --- | --- | --- | --- |
| **Does the university have existing PhD programs?** | Yes [ ]  | No [ ]  | If no, when is such programs expected to be operational? Please indicate here: |
| **If the university have PhD programs which one of the six key knowledge gap areas would it like to run a leading PhD program within?**  | **Priority** | Mark your top three priorities 1 - 3 Only one mark per priority Agribusiness and EntrepreneurshipAgri-food Systems and NutritionRural Innovation and Agriculture ExtensionAgricultural Risk Management and Climate Change ProofingAgriculture Policy AnalysisStatistical Analysis, Foresight and Data Management |
| **1** | **2** | **3** |
| [ ]  | [ ]  | [ ]  |
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| [ ]  | [ ]  | [ ]  |
| **Which two of the six key knowledge gap areas would you like to run master programs within?** |  | Mark minimum 2 programsAgribusiness and EntrepreneurshipAgri-food Systems and NutritionRural Innovation and Agriculture ExtensionAgricultural Risk Management and Climate Change ProofingAgriculture Policy AnalysisStatistical Analysis, Foresight and Data Management |
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**II. INSTITUTIONAL INFORMATION**

Main Academic Faculties and Departments participating in the SHAEA initiative

Post graduate programs of relevance to the SHAEA initiative

(student data should reflect yearly numbers from the last two (2) years)

(Please add additional Departments and PG programs as appropriate)

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |
| Post graduate program title | Students enrolled  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
|  2017  |  |  |  |  |  |
| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
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|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |
| Post graduate program title | Students enrolled  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
| 2017 |  |  |  |  |  |
| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| --- | --- |
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|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |
| Post graduate program title | Students enrolled  |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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|  |  Students enrolled in 2018 |
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| Post graduate program title | Students enrolled  |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
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| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
| 2017 |  |  |  |  |  |
| 2018 |  |  |  |  |  |
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| 2017 |  |  |  |  |  |
| 2018 |  |  |  |  |  |
|  | Ph.D.  | M.S. | Transdisciplinary(Y or N) | # of non-National | # of female postgraduate |
| 2017 |  |  |  |  |  |
| 2018 |  |  |  |  |  |

**III. EXECUTIVE SUMMARY**

The Executive Summary (limited to one page) provides an overview of the envisaged Regional Anchor University (RAU) your university has in mind. It should specify the strategy for institutional change that will enable your university to become a RAU through: a) strengthening linkages, building networks and partnerships with the agri-food systems, public and private; b) training required human resources for the region based on agri-food sector needs. The transformative system objectives, the activities to be undertaken with system actors to achieve the project goals, and the anticipated impact on the agri-food systems, should be briefly described. The Summary should describe how the proposed RAU aligns with and strengthen the regional agri-food systems priorities, the national agriculture sector strategy, and its Institutional Strategic Plan. In addition, it should articulate a partnership strategy and identify the roles of national, regional and international partners – academic, industrial and sectoral – that will contribute to the success of the proposed RAU.

**IV. DESCRIBE STRATEGY TO ADDRESS THE REGIONAL
AGRI-FOOD SYSTEMS TRANSFORMATION CHALLENGE**

In this section (maximum two pages), describe clearly how the regional and national agri-food systems challenges will be identified and addressed by the proposed RAU. Start with a brief vision for your university as a driver of transformation through training, applied research and outreach. Also, how the proposed is aligned to the national priorities, including gender strategies. Be sure to discuss the regional nature of the agri-food systems challenges, to describe why you as the RAU is best positioned to help your Governments investment into this. Because the agri-food systems challenges are larger than the possible scope and capacity of a RAU, discuss in some detail (with specifics) how the proposed RAU would contribute to overcoming the challenges and especially how it will work with sector actors to leverage impact on the agriculture sector. Attention should also be given to the RAU internal processes: a) Strengthening leadership and management; b) professionalizing administration; c) building an internationally recognized educational profile within the selected key regional knowledge gap areas with ability to provide demanded human resources for the regional agri-food systems d) form consortium with Associated Agricultural Tertiary Education Institutions (AATEIs) to address mid-career training needs of the sector through short term training. Finally, identify the critical factors to make an impact, and to address the broad potential societal impacts that will result from a successful RAU.

**Va. INSTITUTIONAL LEADERSHIP AND MANAGEMENT CAPACITY**

Describe in this section (maximum three pages), what are the current leadership and management challenges of your university at all relevant levels. How this will be addressed and how the proposed RAU will work towards capacitating its existing leaders, institutionalize leadership training and professionalizing its administration. Describe activities and innovations in institutional policies and practices that will better align the proposed RUA with global best practices for higher education institutions. Be concrete which areas to be addressed, improvements to be made and expected results.

While the sectoral focus of SHAEA is on the agri-food systems the institutional focus of SHAEA is on the selected regional anchor university as a whole and its associated institutions. The number one factor influencing the performance of a given institution is the capacity of its leadership, its ability to both lead and manage. Leadership and management issues are the number one problem raised by faculty when discussing institutional challenges. Therefore, leaderships willingness to seriously address institutional shortcomings, including its own, will be a critical component in the selection process.

While acknowledging that national situations and institutional governance structures vary widely across Africa, topics that should be considered include:

1. Improved Institutional governance based upon global best practices especially related to financial management and procurement
2. International standards for hiring faculty and university leadership, based upon merit and aligned with the institutional strategy
3. Leadership training to ensure that any staff going into a managerial position is provided with adequate training
4. Policies and practices designed to facilitate Institutional accreditation and benchmarking through global mechanisms
5. International standards for quality assurance
6. A strategy for regionalization to take advantage of the strengths of the institution in a regional context, and to ensure that a diverse, high caliber student body and faculty is recruited
7. Management Information Systems of a global standard employed in university operations
8. Institutional capacity to undertake regular tracer studies of graduates
9. Financial management system upgrading
10. Fund raising strategies
11. Student career development strategies

**Vb. PROJECT MANAGEMENT AND GOVERNANCE STRUCTURE**

In this section (maximum three pages narrative, plus Tables as indicated below), describe the anticipated RAU Management both at senior management level and at academic level please also describe the Governance structure. A successful RAU relies upon the quality of its administrative and financial support staff, policies and procedures to help achieve its human resource building and agri-food systems transformation goals. This support is essential in the university key function areas and at academic departments. Address the following topics:

* Procurement policies and administration, focusing on the institutional policies as well as staff (at both the departmental and the university levels) and resources available to the proposed RAU.
* Financial Management Systems that are in place or will be employed by the proposed RAU.
* Oversight and Audit capacity, focusing on institutional capacity and policies.
* Complete the attached Organization Chart first
* Complete the Faculty Participation Table

The narrative provides an opportunity to elaborate on the roles and qualifications of those listed in the attached Tables. Be sure to also address how the Boards will interact with RAU leadership at both the central and the academic levels to advance the mission of the proposed RAU.

As the leader of the institution, the University Rector/Vice-Chancellor has a crucial role in the success of the proposed RAU. What support will the university leadership provide to activities at academic level? How does the proposed RAU align with the existing institutional strategy?

The Organization Chart below provides a template for the management structure and communication lines for the proposed RAU. Discuss how the management team plans to motivate and incentivize faculty members to participate in education, applied research, outreach and policy activities at the academic level. How does the broader faculty team, who will participate at academic level activities, contribute to the development of this proposal?

Organization Chart

Faculty Participation Table

In this Table, list the twenty (20) primary faculty members who will participate in the proposed RAU activities. Briefly describe their expected contributions.

|  |  |
| --- | --- |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |

|  |  |
| --- | --- |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
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| Disciplinary expertise |
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| Disciplinary expertise |
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| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |

**Vc. STAFF DEVELOPMENT**

The continuous development of staff capacity – both academic and administrative – to fulfill the mission of the university requires a clear strategy (maximum two pages) that includes training, mentoring and support mechanisms. The strategy should be gender sensitive and targeting different types of staff: Faculty; administrative; services; existing staff; new staff. How will the proposed RAU e.g. support the career development of the associated faculty members and key administrative staff? Will there be a different strategy for staff involved in the project compared to other university staff? Will there be special programs for international staff? Does the institution support and encourages sabbatical, industry placement and other types of individual capacity development? What incentives structures will be developed or enforced – either through the existing institutional arrangements or in the proposed RUA program? If postdoctoral fellows will be employed, describe the mentoring and support – in research and career preparation – that they will receive. Please be a concrete possible. E.g. Will the RAU conduct a training needs assessment; will there be changes to the rules and regulations like becoming mandatory for all members of faculty to have completed pedagogical training.

**Vd. EDUCATION, TRAINING, TEACHING AND LEARNING**

In this section (maximum 6 pages), Education, Training, Teaching and Learning activities within the proposed RAU’s should be described including how gender is addressed. Under PhD programs, describe briefly (1/2 page) each of the three priority PhD programs selected among the six regional key knowledge gap areas in the Call. For Masters-level programs, at least two of these six gaps areas should be covered. Explain how the proposed RAU will ensure that these programs are transdisciplinary in their design and their pedagogic approaches/ methodologies foster experiential learning, including how the CARP[[1]](#footnote-1) model will be integrated. What competencies are expected from graduates to address the agri-food systems challenges? And what are the existing skill gaps in teaching pedagogy, content knowledge and methodology that will be addressed by the proposed RAU?

Transdisciplinary and experiential learning programs that are linked with the agriculture sector and address its needs should be a key component of the RAU’s education and training profile. It is a requirement for academic programs within the regional key knowledge gap areas under SHAEA. A focus on quality, student learning outcomes, and linkage with the needs of the agriculture sector actors is essential for building the human resources required for accelerating agri-food systems transformation in the region.

In the narrative, identify the M.S. and Ph.D. programs currently available at your university that are related to the six regional key knowledge gap areas. In some detail, discuss the proposed new M.S. and Ph.D. programs that will contribute to the goals of the proposed RAU. What are the current and expected enrollments, and what consultations (with the agriculture sector and other relevant stakeholders) will been undertaken to guide the launch (or modification) of those postgraduate programs?

Regarding training, the RAU is expected to address mid-career training needs of the sector through short term training. This has to be developed and executed in close collaboration with Associated Agricultural Tertiary Education Institutions (AATEIs), including those offering technical and vocational education and training (TVET). Describe the short-term courses related to the selected regional key gap areas that are currently offered in the country/region and discuss the enrollments and revenue generation models currently employed. What additional short courses – focused on mid-career professionals (e.g. employees of formal and informal agriculture sector, TVET/University lectures, extension officers, , civil servants working in agriculture) - will be developed and delivered by a consortium of post-graduate learning institutions in the region.Focusing on those that are requested by agribusiness and agriculture sector employers in the region. Comment on the proposed revenue generation model for short courses within the consortium led by the proposed RAU. The expected enrollments and benefits to stakeholders, and the consultative process that has been employed to develop the proposed portfolio of short-course training offerings to address sector needs for skilled workers.

Within the scope of the proposed RAU, discuss the current teaching and learning methods employed. What innovations (e.g. CARP, learning assessments, curricula modifications, online courses) in pedagogy will be launched through the proposed RAU? To achieve these goals, what additional resources (e.g. lab facilities, faculty development, smart classrooms, training, staff recruitment) will be required?

SHAEA is committed to international Accreditation as an important measure of the quality of the academic programs. Discuss plans and potential challenges for seeking accreditation for your academic programs (including prospective agencies) at the international level.

Training in the Responsible Conduct of Research, Environmental Health and Safety, and other core topics is an essential part of postgraduate education. Discuss how your training will be delivered, and comment on any institutional or national requirements that exist in these areas.

**Ve. STUDENT RECRUITMENT, RETENTION AND SUPPORT**

In this section (maximum two pages), describe the proposed RAU’s plan to recruit a gender diverse regional student body. In the narrative, focus on advertisement and recruitment; specific plans and approaches to recruit regional postgraduate students; ongoing student welfare for all students enrolled in programs offered by the proposed RAU under SHAEA; and recruitment strategy for short courses.

The proposed RAU is expected to recruit a high-caliber, diverse regional student body under SHAEA. What methods (e.g. regional contacts, partners, flyers, internet advertising, recruiting visits) will be employed to recruit postgraduate students? How has your university (and the involved colleges, faculties and departments affiliated with the proposed SHAEA program) used these methods successfully in the past? What challenges have been identified, and how will the proposed RAU address them?

The recruitment and retention of regional students is a special challenge for many universities, and at least 30% of postgraduate students enrolled in the programs under SHAEA must be non-national students. What interventions will the proposed RAU make to achieve, and to maintain, this mandate? What success have those colleges, faculties and departments involved in the proposed RAU had in graduating regional students in the past five years? What policies or actions are in place to retain regional students and keep those graduated in an alumni network?

How will the proposed RAU retain and support those postgraduate students recruited to the M.S. and Ph.D. programs under SHAEA? Comment on planned student welfare committees, mentoring activities, any grievance mechanism to proactively address problems, and institutional resources available to postgraduate students.

How will the RAU assist the PG students and the graduates in career development both inside academia, in public and private enterprises and as potential start-ups.

Short courses for mid-career professionals are an integral part of what is expected under SHAEA. Describe how the proposed RAU plans to develop short courses with a regional focus that will attract participants from across Africa. What strategies will be employed to recruit regional students for these short courses?

**Vf. PARTNERSHIPS WITH ACADEMIC INSTITUTIONS**

In this section (maximum two pages narrative, plus Table as indicated below), describe the academic partnerships (in-country, regionally and globally) for the proposed RAU. A few high-quality partnerships are more manageable and more likely to yield impact than a lot of not very committed partnerships. So, quality rather than quantity is highly recommended. These partnerships may be at the department/faculty/college/institutional level. While the partners may evolve over the lifetime of the proposed RAU, it is expected that the academic leadership of the proposed RAU has secured upfront commitments from relevant key partners prior to the submission of the proposal. In addition to providing the names of primary collaborators and their institutional affiliation, describe why these researchers or institutions were selected as partners, and comment on the benefits of the partnership to both the proposed RAU and the collaborators. If a partnership has been in place for a while, prior to the development of this proposal, describe the duration, magnitude and outcomes of the collaboration to date, as well as the experience working with this partner.

Academic partnerships may be developed to benefit educational and sector-relevant research activities of the proposed RAU. Given that the proposed RAU should be regional in scope, address the unique opportunities within the regional collaborations as well as those that are global in nature.

For educational collaborations, describe how the partner(s) will contribute to the academic programs of the proposed RAU (for example, in terms of delivery of lectures, teaching online courses, sharing pedagogical innovations, contributing to the design of curricula, co-supervising students, developing joint degrees) to enhance student learning.

For human and institutional capacity development (HICD) collaboration (of RAU with international and local partners) describe how and in what form capacitator provide assistance to the capacitated. Describe how the human and institutional capacity building activities are interlinked to ensure maximum impact. Try to link the capacity building to other activities such as leadership enhancement, professionalization of administration, training, education, research trials with sector, policy work and a like as much as possible.

For research collaborations, describe how each partner will contribute to both specific research projects and the overall research agenda of the proposed RAU (for example, through providing access to lab equipment, sharing software, hosting /sending staff and postgraduate students for international research experiences, providing technical expertise that is not currently available does not exist at the host institution). In addition, briefly describe the resources (research grants or other sources) available to each partner to support the costs of the collaboration.

Table: Academic Partners

All confirmed Academic Partners should be identified in this Table. In addition, up to four (4) Letters of Commitment from academic partners may be attached to the proposal.

|  |
| --- |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
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| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
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| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |

**Vg. PARTNERSHIPS WITH ASSOCIATED AGRICULTURAL TERTIARY
EDUCATION INSTITUTIONS**

In this section (maximum two pages narrative, plus Table as indicated below), describe the partnerships the proposed RAU has planned to adequately address the demand for short-term mid-career training within agri-food sector of the region. In order to fulfill the component 2.2 in the project RAU are expected to reach out to AATEIs, to build consortia that can provide demand driven tailored training and skills development to mid-career professionals within the agri-food system. These partnerships should be at institutional level. While the partners may evolve over the lifetime of the proposed RAU, it is expected that the leadership of the proposed RAU has secured upfront commitments from relevant key partners prior to the submission of the proposal. As these consortia are for collaborations on demand driven training provision, describe how the consortium partners will approach demand driven service delivery for skills development and human capacity building within the agri-food sector at national and regional level.

Table: Partners from Associated Agricultural Tertiary Education Institutions

All confirmed Partners from AATEIs should be identified in this Table. In addition, up to four (4) Letters of Commitment from partners from AATEIs may be attached to the proposal (some of the partners might overlap with the above academic partner).

|  |
| --- |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |

**Vh. SECTORAL PARTNERSHIPS**

In this section (maximum four pages narrative, plus Tables as indicated below), describe the industrial and/or sectoral partnerships for the proposed RAU. In the proposal development stage, it is expected that each proposed RAU has talked to at least 20 potential partners (both national and regional) to gain a deep understanding of the agri-food systems challenges, what aspects of these challenges can be addressed, the skills gaps, and the joint applied investigation/research needs. Please include here what key concepts that emerged from these consultations, and what role the partners played in the development of this proposal.

While partners may evolve over the lifetime of the proposed RAU, it is expected that the proposed RAU should have secured upfront commitments from a reasonable number of relevant sectoral partners[[2]](#footnote-2) prior to the submission of the proposal. In addition to providing the names of the committed partner organizations, describe why these organizations were selected as key partners, and comment on the benefits of the partnership to both the proposed RAU and the partners. For the existing partners, please provide information on the duration, magnitude and experience with the partnership.

Describe the model for engagement with partners, and comment on the results from any existing partnerships that are relevant to the goals of the RAU. Each RAU is expected to have an Industrial Liaison Officer, who is charged with developing, building and maintaining partnerships, especially those from the private sector.

Describe an envisaged model for partnership implementation. It is expected that the key partners should help the proposed RAU to develop and define:

* An Implementation Plan of this proposal, including role/involvement of the different partners
* An academic and skills profile of future graduates and how that translate into learning paradigm, curricula structures and content in current revised/new M.S. and Ph.D. programs
* The design of educational activities linking with sector (CARP, internships, outreach during research)
* Supporting the Agriculture Sector in developing capacity to formulate demand for policy research
* Humans resource needs of the agri-food sector/system that the short courses will address
* The work needed for developing an agri-food systems transformation strategy
* Applied research projects and themes of the proposed RAU

Describe the process by which partners – sectoral and academic – will contribute to developing and undertaking the trail research activities of the proposed RAU. It is expected that the proposed RAU will take a system-level approach to building a research portfolio within agri-food systems transformation. Comment on the capacity of the proposed RAU – including faculty expertise, facilities (current or anticipated), and partners – to deliver results in a timely manner that will contribute to agricultural development in the region. Dissemination of research trail results to the sector is a core requirement for the proposed RAU. Describe how data will be collected, curated, maintained and shared, beyond publication in international, academic, peer-reviewed journals, and policy briefs, and what information channels or other formal mechanisms will be employed to share research results with sector actors including government, policymakers and decision makers.

Table: Industrial/Sectoral Partners

All confirmed sectoral partners should be identified in this Table. In addition, up to six (6) Letters of Commitment from non-academic sectorial partners should be attached to the proposal.

|  |
| --- |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |

Table: Agri-food sector members of existing university Boards

All the proposed RAUs are expected to have Agri-food sector representation on their existing Boards. In the Table below, list up to five Agri-food sector relevant external members of the existing Boards, and comment on their expertise and anticipated contributions and/or roles under SHAEA. If there are currently no any agri-food sector relevant university Board members, suggest at least three with two representing the private sector.

|  |
| --- |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
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| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |

**Vi. CROSS-CUTTING THEMES**

**GENDER**

Increasing female participation in postgraduate degree programs, in professorship and in other trades requiring highly-skilled human resources is a priority of most governments. In support of this goal, SHAEA is committed to support of activities that promote female participation in higher and continued education.

In this section (maximum one page), describe strategies and policies that the proposed RAU has developed to increase female participation and retention rates. This may include (but not limited to): mentoring and support activities, policies against gender discrimination (including bias in hiring and selection processes) and their enforcement, and policies on maternity leave, accommodation facilities, security, stipends, students with children, travel, and etc. Where appropriate, distinguish between strategies and policies for postgraduate students and for faculty members.

**ICT/DIGITAL AGRICULTURE AND TECHNOLOGY**

Rural farmers and other actors along the agricultural value chain are handicapped by the lack of information on new technologies. Information and Communication Technologies (ICT) supporting the development and delivery of timely, targeted services can make farming more productive, efficient and sustainable. ICT application can also help to deliver safe, nutritious and affordable food; facilitate market integration; and access to finance, making agriculture attractive and profitable. However, smallholders remain dependent primarily on word of mouth, prior experience, and local leadership. Increased ICT tools and services can help to change this. Describe how the proposed RAU will use ICT as a tool to disseminate relevant knowledge in a timely manner to smallholders and farmers for more impact on the agriculture sector.

**Vj. REGIONAL ENGAGEMENT AND IMPACT**

A key element of SHAEA is the focus on regional engagement. No single university in Africa has the capacity to address all the regional key gap areas identified. Specialization is required, so the individual RAU develop a critical intellectual mass within one or two of these priority areas and over time becomes the internationally recognized hub for applied research and post graduate education and career development within these fields of specialization. Reaching international recognition requires determination and stamina and are not achieved without internal reforms and performance enhancement. Universities aspiring to become a RAU must have the commitment and courage it takes both at senior management and college/faculty level to be truly transformative. Anyone can implement a project, but few can steer a university into an internationally recognized regional knowledge hub.

In this section (maximum 2 pages), address how the proposed RAU is both prepared for, and will grow, its regional impact through its educational outreach, trial research, policy papers and other demand driven activities. Special emphasis is requested on the strategy of the RAU on how to become an attractive regional hub for postgraduate students (beyond scholarships). If your university has a formal international strategy, describe the key elements. If the proposed RAU (or main participating colleges or faculties) has a regional strategy, describe how it will be employed to enhance the impact of its outputs.

What are the key regional collaborations (outreach, teaching and research) in which faculty members from the proposed RAU currently participate? How would the resources and opportunities under the proposed RAU be leveraged to strengthen and grow these existing collaborations? Does the proposed RAU have commitments for regional partnerships beyond those that are currently active?

A RAU should, as the name indicates, serve as a regional hub. Is the proposed RAU a participant or leader in any existing regional networks? If so, describe its current contribution. What networks does the proposed RAU plan to participate or even lead in agri-food systems transformation in future? Comment on which organizations will participate in these networks, what specific contributions the proposed RAU will make, and what impact such regional networks will have on the agri-food systems transformation in Africa.

In section Ve, there was an opportunity to describe specific activities associated with the recruitment of regional postgraduate students. In this section, discuss any regional recruitment strategy for faculty members.

**Vk. IMPLEMENTATION TIMELINE**

Implementation Timeline provides a high-level overview of the planned administrative, education, training, research and outreach activities of the proposed RAU. In the Table below, identify up to three major activities planned for each year during the 5-year implementation of SHAEA in those activity areas (e.g. management, institutional impact, facilities). In all aspects of SHAEA (please reference to the Project Description in the Call package), disparate activities should be linked together to result in a coherent workplan that achieves the objectives of the proposed RAU.

In addition to the Table, this section should include a narrative (maximum two pages) that provides further details on the Implementation Timeline.

|  |
| --- |
| **YEAR ONE** |
| **Education**  |
| *
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 |
| **Short-term training**  |
| *
*
 |
| **Applied research**  |
| *
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 |
| **Outreach** |
| *
*
 |
| **Other Topics** |
| *
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| --- |
| **YEAR TWO** |
| **Education** |
| *
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 |
| **Short-term training**  |
| *
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 |
| **Applied research**  |
| *
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 |
| **Outreach** |
| *
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 |
| **Other Topics** |
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| **YEAR THREE** |
| **Education** |
| *
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 |
| **Short-term training**  |
| *
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| **Applied research**  |
| *
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| **Outreach** |
| *
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 |
| **Other Topics** |
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| **YEAR FOUR** |
| **Education** |
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| **Short-term training**  |
| *
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| **Applied research**  |
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| **Outreach** |
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| **Other Topics** |
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| **YEAR FIVE** |
| **Education** |
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| **Short-term training**  |
| *
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 |
| **Applied research**  |
| *
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 |
| **Outreach** |
| *
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 |
| **Other Topics** |
| *
*
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**Vl. READINESS FOR IMPLEMENTATION AT PROJECT LAUNCH**

SHAEA will, through its Regional Facilitation Unit, provide support to the selected RAUs that have the Vision, alignment to national priorities, the sector linkages, education capacity and the institutional willingness and capability to make significant contributions in addressing agri-food systems transformation challenges in Africa. To have a good start of the implementation once SHAEA becomes effective, the proposed RAUs are expected to be aware of its internal implementation challenges and have measures in place to overcome these challenges.

In this section (maximum one page), identify the most significant (between three and five) capacity gaps emerged from implementing your university’s own strategy in light of the activities proposed for the RAU. For each of these gaps, describe a mitigation strategy for addressing each of the identified gaps so that the proposed RAU will be able to launch the implementation smoothly and achieve its goals.

**Vm. RISK MANAGEMENT STRATEGY**

In this section (maximum two pages), describe a Risk Management Strategy that will be employed by the proposed RAU.

First, consider potential risks[[3]](#footnote-3) that could imperil the progress and success of the implementation of the proposed RAU, and then describe a strategy and a process that will be applied to mitigate and address these risks.

Second, describe a contingent plan that will be employed to identify, mitigate and address those unexpected risks emerged during the implementation of the proposed RAU.

In both contexts, discuss how the RAU Management at central and academic levels will work together with the institutional leadership to implement the strategy.

**Vn. SUSTAINABILITY**

The SHAEA Program provides significant funding over a 5-year period to support transformation in teaching and linkages with the agriculture sector. In this section (maximum one page), describe the proposed RAU’s plan for sustaining the effort beyond the SHAEA project. This sustainability plan should focus on: (1) financial sustainability; (2) ongoing partnerships with relevant industry and sectoral stakeholders; (3) continuous improvement of education and training programs; and (3) ongoing research trials that addresses the proposed agri-food systems transformation challenges.

In your discussion for financial sustainability, describe plans for institutional support to continue the activities and programs started under SHAEA and comment on opportunities of revenue generation and fundraising from paten, technology transfer, incubation, and student tuition and fees (from postgraduate programs and short courses). Also, describe how agribusiness industry and other agriculture sector actors will both drive the transformation agenda and bear some of its costs. If other revenue streams are available or anticipated, be sure to identify them in this section. Please be as specific as possible.

**Vo. PHYSICAL RESOURCES AND FACILITIES**

In this section (maximum two pages), describe the physical resources and facilities that are available to the proposed RAU. Be sure to comment on how these resources and facilities will enable successful implementation of the proposed RAU – in both the education and outreach domains. Potential examples may include: smart classrooms; computer labs and infrastructure; and lab facilities including major equipment.

Up to 25% of the RAU budget may be used for infrastructure – including major equipment and construction expenses. In this section, be sure to identify anticipated major expenditures as part of the proposed RAU. Include preliminary cost estimates for construction/purchase and a maintenance plan (including costs) both during and after the lifetime of SHAEA.

**Vp. INSTITUTIONAL CAPACITY**

In this section (maximum one-page narrative, plus Tables as indicated below), state the ability of your university to implement your RAU proposal.

For the past large projects (2012-2017), describe the institutional success in delivering results aligned with the project objectives in a timely manner. As appropriate, focus on projects with both an education and an outreach component. If the team which prepares this proposal for RAU has been involved in previous large projects, indicate the roles that the team member played and the university leadership’s role and contributions to the success of the project.

For the anticipated future projects (2017-2020), describe (if appropriate) the strategic complementarity of other large projects and the proposed RAU project. What resources (if any) will be shared? How will the institution support multiple large concurrent projects and investments?

Past Large Projects (maximum 5 and most recent first)

|  |
| --- |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |

Anticipated (maximum 5) Future Large Projects (2019-2023)

|  |
| --- |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |

**Vq. ADDITIONAL INFORMATION**

This optional section (maximum two pages) provides an opportunity to present information that is not requested in the required sections of the proposal. The proposed RAU may add any additional content that may be relevant to the consideration of the proposal.

**VI. FINANCING**

This section focuses on the anticipated financial resources that will be available to the proposed RAU.

In section VIa (maximum one page), describe the main costs that are anticipated to be covered by the SHAEA funding and needed budget for proposed activities in education, training, applied research, outreach/linkages with sector, facilities and equipment, and administrative costs (as a reminder, a maximum of 25% of the SHAEA funding may be used for Facilities and Equipment).

In section VIb (maximum one page), describe co-financing opportunities either existing or potential that will be available to implementing various activities under the proposed RAU. This co-financing can include:

* Institutional financial support for the departments and units involved in the proposed activities at the academic level;
* University cost-sharing for activities directly related to the proposed RAU;
* Direct government financial support to the proposed RAU;
* Committed financial support for the proposed RAU from industry and sector partners;
* Committed financial support for the proposed RAU from Development Partners; and
* Research grants (identify the source) that contribute to the broad vision of the proposed RAU.

In section VIc (maximum one page), describe an external revenue generation model that will be employed by the proposed RAU. What national or institutional policies exist, and what administrative support is available to oversee these activities? Be sure to comment on revenue from fee-paying postgraduate students and short course participants. Also, discuss financial commitments from industry/sector partners, and the benefits that will be available to these partners.

**VII. REQUIRED ATTACHMENTS**

1. Summary of the outcome of national priority dialogue within agri-food systems transformation
2. Copy of your university’s latest Strategic Plan
3. Letter of commitment (maximum two pages) from the University Vice-Chancellor or Rector. The letter should: (i) confirm the institutional commitment to the proposed RAU and its proposed goals; (ii) commit to providing adequate support for undertaking the proposed RAU workplan; and (iii) discuss how the proposed RAU is aligned with the institutional strategy.
4. Curriculum Vitae[[4]](#footnote-4) of the following individuals:
	* University Vice-Chancellor or Rector and Head of Leadership Component
	* Proposed Deputy for Leadership Component
	* Proposed Head of Academic Component
	* Proposed Deputy Head of Academic Component
	* Up to ten additional administrative leaders and teaching and/or outreach leaders who will be active in the proposed RAU
5. Letters of Commitment (maximum two pages each) from:
	* industry/Sector partners (maximum 5 letters). The letters should confirm the partner commitment to contributing to curricula development; providing student internships; and contributing to the development of the field research workplan under the proposed RAU. In addition, the letter should provide details on the financial commitment of the partner to the proposed RAU.
	* international academic partners (maximum 2 letters). The letters should describe the nature of the collaboration and the proposed benefits to both the proposed RAU and the partner. The letter should also describe how the partner will cover their costs associated with the partnership.
	* regional and national academic partners (maximum 4 letters). The letters should identify how these academic partners will engage with the proposed RAU and describe how the partnerships will lead to the development of a regional hub for agri-food systems transformation.

**Additional optional attachment:**

1. Relevant updated documentation on your university’s educational performance and social impact from other available sources such as stakeholder surveys, conferences, various forms of impact evaluation, case studies, tracer studies, policy reports, etc.
2. Documentation on the outcomes of existing partnerships with partners selected as key partners for the proposed RAU.
1. CARP: Stands for ‘Community Action Research Program’, A program with a learning team experiential learning team consisting of: A supervisor, a PhD student and two Master students. They are working as a team to address a complex sector problem through transdisciplinary research. Originally RUFORUM designed CARP to work with farmers but in SHAEA the model is used to work with the broader sector [↑](#footnote-ref-1)
2. Up to six Letters of Commitment from non-academic partners should be submitted as part of the proposal. As minimum there must be two industry partners, one international university partner and one agri-food policy Think Tank partner. Other sectoral partners can include relevant Ministries, government agencies, public authorities, chambers of commerce, trade groups, farmer associations, policymakers and other appropriate stakeholders. [↑](#footnote-ref-2)
3. Examples of potential risks could include: student or faculty strikes; non-adherence to the university calendar; significant change to institutional finances; lack of incentives for staff to be involved and carry the extra workload; procurement delays. [↑](#footnote-ref-3)
4. The CV should be of a standard form (maximum two pages) and include the following information: Full name; Position/Title; Institution; Email address and telephone number; Professional Training/Education; Chronological List of Positions; List of up to ten publications related to the proposed RAU, in standard citation format; List of up to five related activities. [↑](#footnote-ref-4)